Learning Conversation Notes	
Name of Partner: Arts Council of	Date: August 14, 2006
Placer County – Paula Peach	
Number of Children Served: 77	Ages: 0 yr - 0, 1 yr (), 2 yr (),
	3 yr -3, 4 yr - 53, 5 yr - 21
When Served:	Gender: Ethnicity:
January 18, 2006 – May 10, 2006	43-Male 64 - Caucasian
	34-Female 6 - African Amer.
	5 – Hispanic
	2– Other

Conversation Participants: Janice Critchlow, Don Ferretti, Nancy Baggett, Judy Marston, Paula Peach, Angela Tahti

Outcomes:

- Raise preschool/kindergarten teacher skill, knowledge, and comfort level to implement quality music education and movement in the classroom (such as increased musical literacy, i.e.: pitch, voice tempo, beat, and connections between music education and child development) so that participating teachers include music related activities in their lesson plan
- Participating children demonstrate increased use of musical voice and rhythm
- Independent of the Trainer, teachers who complete the 15 week music program, implement music related activities in their lesson plans

Performance Measures:

- Demographics broken down by age, gender, ethnicity, and when services were provided
- Pre and post program survey and a six month post program survey and a six month post program follow-up phone survey of teachers participants in the 15 week professional
- High/scope data results from children participating through the Headstart preschools with evidence of students meeting visual and performing arts content, standards and benchmarks
- Anecdotal stores related to outcomes
- Digital photography/videography

What is this data telling us about achievement of outcomes?

The program is predominately reaching 4 years old. This is a positive outcome as this age can be influenced by music at the preschool level prior to entering elementary school.

There are more African-American children this period than in previous periods. The increase could be related to the location of preschools in South Placer and the changing demographics.

During this period four sites were served with seven teachers and seventy-seven children. Of the 77 children in the program this period, the majority of the children (63) are from South Placer; this is what Paula would expect due to the location of the participating preschools in this time period.

Photography/videography presented during the learning conversation were a good representation of the outcomes. Teachers were seen implementing quality music education independent of Paula. In the photos children were demonstrating musical voice and rhythm. The program is trying to educate teachers to refer to the Visual and Performing Arts Standards for Pre-K through 12.

Comparing the pre and post survey results, survey question 3 on movement and rhythm showed the highest scores for both pre and post. Scores show consistent growth across all questions and across all sites.

From the anecdotal comments it shows that teachers are increasing their knowledge of music and movement and incorporating it into their curriculum. The comments also show that the teachers are using the materials left with them and recognize the educational value of the Musikgarten materials. Teachers are applying knowledge. All stories captured the increased competence and confidence of teachers and children over time.

In what ways will we apply what we have learned from our data?

Ask for information from the teachers on special needs children for future demographic reports.

Include demographic information for providers (teachers) based on site zip code for the next learning conversation. Continuing provider information should include a summary statement that shows follow-up information and the number of children participating.

Continue using the Musikgarten professional development process to bring music to the teachers and children in the classroom setting as it seems to be working.

Continue using the data collection and presentation process to show achievement of outcomes.

Other points that were made during the conversation:

The primary gain is the teachers that are trained, the secondary gain is the children who are served in the classroom during the 15 weeks, and the tertiary gain is the children who participate in the follow-up classrooms.

Next Steps:

Next meeting: January 22, 2007, 8:30 AM - 12:00 PM